CHAPTER 6
SUMMARY

Introduction

The progress of a nation largely depends on education, a process which involves teacher and taught. According to Radhakrishnan (1984) “It is through the teaching profession that we attempt to mould the minds and hearts of the younger people and make them fit citizens for the community which we wish to build.” The backbone of this process (teaching) is teacher, especially those who have character, commitment and Competency. Teachers are undoubtedly the most significant factors which make them reputed persons in the society. The International Commission on Education for 21st century (1996) has emphasized on the development of teacher, because the teacher has been regarded as the most vital factor in the system of education. In the words of Education Commission (1964-66), “of all the different factors which influence the quality of education and contribution to national development; the quality, Competence and character of teachers are undoubtedly the most significant.”

Teaching Competence

Teaching constitutes one of the major tasks of a teacher. Some educationists consider teaching as a broad concept which includes all activities to be carried out for organizing learning experiences. According to traditional concept teaching is the act of imparting instructions to the learners in the classroom situation and the modern concept defines it as to cause the pupil to learn and acquire the desired knowledge, skills and also desirable ways of living in the society.

Competency over teaching task is the essence of a successful educational system. The development of teaching Competency among teacher necessitates a clear understanding of the term as well the method for its assessment. With more than half a century of research in this area, there has been no consensus regarding the meaning of the terms ‘teaching’, ‘Competence’ and ‘teaching Competence’.

According to Singh (2009) Teachers’ Competence refers to the set of knowledge, attitudes and belief that teacher possesses in his/her teaching situation. But it differs from the performance and effectiveness of a teacher. It is a stable characteristic of a teacher that does not change appreciably when the teacher moves from one situation to another. So, a competent teacher is the teacher who has the skill of accurate perceptions of the classroom situations and the changes that occur within the classroom and he/she should possess the personality skills which allow him to adopt in the changing situations and students’ learning
is the process that gains the knowledge of children in their set of core of activities in which a teacher assigns tasks to them to evaluate and compares the quality of their works.

**General Intelligence**

Knowledge aspect of teaching demands minimum essential cognitive abilities. Intelligence is one of such a cognitive ability. It is psychological fact that through knowledge one cannot obtain intelligence, but through intelligence one can obtain dispense knowledge. Hence, theoretically intelligence contributes the teacher’s performance.

Intelligence is a kind of mental energy, in the form of cognitive abilities, available within the human being, which enables him to handle his environment in terms of adaptation to face novel situations as effectively as possible. According to Sears (1995) intelligence refers to one's ability to reason through situations and act in an effective and adaptive fashion.

**Emotional Intelligence**

Researches and experiments conducted in the 90s onwards have tried to challenge over dominance of the intelligence and its measure IQ, by replacing it with the concept of emotional intelligence and its measure EQ. These have revealed that a person’s EQ may be a greater predictor of success than his or her IQ. Our emotional brain is the part where we decide what to pay attention to, the place where long-term memory is stored, and the area where we set priorities.

Emotional intelligence allows a person to think divergently and to use emotions to solve problems. Goleman (1995) believes that emotional intelligence appears to be an important set of psychological abilities that relate to success in life. It is empathy and communication skills as well as social and leadership skills that will be central to our success in life and personal relationships, rather than a high IQ. Goleman suggested that it is far better to have a high EQ, if we want to be a valued and a productive member of society.

**Spiritual Intelligence**

While IQ and EQ are not new, spiritual intelligence is still in its infancy. Zohar et al. (2001) contends that in the early part of the twentieth century IQ, or rational intelligence was the big issue. More recently, emotional intelligence (EQ) has been identified as a requirement for the effective use of IQ. Now there exists much scientific data that points to the presence of a spiritual intelligence (SQ), the ultimate intelligence that serves as a necessary foundation for the effective functioning of both IQ and EQ. Now, as we have entered the twenty first century, there is growing collective evidence that there is a third ‘Q’–‘SQ’, or Spiritual Intelligence.
Zohar et al. (2001) defined spiritual intelligence as "the intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives in a wider, richer, meaning-giving context, the intelligence with which we can assess that one course of action or one life-path is more meaningful than another".

**Rationale**

Shukla (1995) observed that teachers' competence is one of the major influencing factors having an effect on the students' achievement among other school factors. It is believed that in the fast changing world of today, the role of teacher assumes special significance as he or she is considered more instrumental than anybody else in helping the learners and imbibes the right knowledge, values, attitudes, habits and skills necessary to cope with the world of tomorrow. Moreover, the teacher has been recognized as the most important person in accelerating national development. But the extent of performing these tasks more effectively depends largely upon his/her teaching competency (Panda, 2004). In this context Paul (1999) remarked that only a competent teacher can bring out modernization and mobility in the changing and dynamic society. Humayan Kabir has rightly said, "Without good teachers even the best of system is bound to fail, with good teachers, even the defects of a system can be largely overcome".

After viewing related literature it was found that many studies were conducted on teaching Competence, teaching Competency, teaching effectiveness, teaching efficiency and development of micro skills of teacher and student-teachers. Most of the researches were experimental in nature and conducted in two or three decades back such as of Das (1976), George and Anand (1980), Jangira (1980), Adeshra (1981), Malhotra and Syag (1981), Patel (1978), Mukhopadhyay (1981), Naik (1984), Singh (1984), Thakkar (1985), Francis (1989), Pandya (1991), Clifford (1975), George and Joseph (1978), Kumar and Lal (1980), Jangira et al. (1981), Kaur (1981), Partap (1982), Khan (1985), Kalyanpurkar (1986), Pandian (1987), Bhagia and Bhourasker (1974), Bhouraskar (1978), Das et al. (1980), Syag (1984), Yogendra (1980), Bhattacharjee (1981), Cathley (1984), Dave (1987), Freiberg et al. (1987) and Sharma (2009). Out of these, large number of researchers studied effect of micro teaching on teaching Competency or Competence of student-teachers at different levels of teacher education. A few researches were found who examined the relationship of teaching Competency with cognitive and affective variables by using the descriptive survey method. Most of the studies revealed that micro teaching was an effective technique to improve teaching Competency or Competence of student-teachers. Cathley (1984) experimentally
studied the teaching Competency at macro level as a function of training in micro skills among the prospective secondary school teachers in relation to skills and subject area. Yogendra (1980) revealed that there was improvement in general teaching Competence and in teaching skills of probing questions, reinforcement, stimulus variation, illustrating with example illustrating with aids increasing pupils’ participation after undergoing training through micro teaching. It was found that micro teaching could go a long way in improving the general teaching Competence of in service teachers if undertaken on a large scale. Further comparative studies showed that micro teaching was more effective technique than conventional method to improve the teaching Competence at various levels of teacher education. Some of the studies also reported the positive co-relation between teaching Competence and the affective variables. Further it was noted that findings regarding relationship between these variables are inconsistent.

Sixth survey of educational research (1993-2000) reported seven researches (out of 97 studies) at doctorate level on teaching Competency under heading of ‘Teaching Competency’ as shown in following table 6.1

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Area</th>
<th>No. of Studies</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Method of teaching</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>Models of teaching</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Affective Domain</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Educational Technology</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>Teaching/Learning Problems</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Teaching Competency</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Strategies, Approaches</td>
<td>15</td>
</tr>
</tbody>
</table>

Related literature revealed that little work on spiritual intelligence has been conducted due to new construct. Investigator found only a few studies on the same. Bowling (1999) conducted a study to examine the spirituality based on Howard Gardner’s theory of multiple intelligence. Using Gardner’s guidelines, an examination of a candidate spiritual intelligence reveals fascinating possibilities. Kaur (2004) examined the impact of life lessons on emotional and spiritual intelligence of adolescents. No study among these was related directly or indirectly with Teaching Competence of student-teachers. To filling this gap this effort was done.

Emotional Intelligence is relatively new construct in Educational Psychology. Goleman contended that EQ is major determinant of success in life as well as Education. Researches on this issue showed inconsistent findings. Most researchers reported positively. Stein (2000) revealed that the successful people score significantly higher in emotional quotient than unsuccessful people. Bar-On and Parkar (2000) reported that those who perceive themselves as being more successful score significantly higher on the EQ-1 than those who perceive themselves less successful. Jones (2000) revealed that successful leadership included emotional intelligent behaviour. Bardach (2008) indicated that the association between emotional intelligence and school success could not be ignored and that additional study was strongly indicated. Babu (2008) uncovered that the correlation coefficient between self-esteem and emotional intelligence of science stream students was high among B.Ed. trainees. Brackett and Mayer (2003b) found correlations in the 0.28 to 0.45 range between the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) and the “quality of interpersonal relationships”. Brackett and Saloway (2004) described correlations between the MSCEIT and scholastic performance in the 0.20 to 0.25 range. The correlation between the MSCEIT and various aspects of occupational performance ranges between 0.22 and 0.46. Justice and Espinoza (2007) reported that according to the Emotional Intelligence Scale the beginning teacher candidates needed to strengthen skills in assertion, comfort, empathy, decision making, drive strength, time management, commitment ethic, self-esteem, stress management and deference. The skills of leadership, aggression, and change orientation were current strengths. To face the challenges of a diverse classroom, these skills need to be developed, strengthened or enhanced if candidates were expected to have a longer teaching career.

Panda (2004) studied the prediction of teaching competency from creativity, intelligence and teacher attitude. The results indicated that these predictors did not tend to influence teaching competency with similar effect and that they did have significant multiple
correlation with teaching competency. Patra (2004) conducted a study on role of emotional intelligence in educational management and found that emotional intelligence could help in creating an enthusiastic work environment, employee satisfaction, and efficient administration, useful vision for the future and achieving organizational development. Dash and Behera (2004) studied on senior secondary teacher effectiveness in relation to their emotional intelligence and found that there was a positive effect of emotional intelligence on teacher effectiveness. The teacher effectiveness of various dimensions on differential between high and low emotional intelligence teachers were also found positively different. Holt and Jones (2005) examined the concept of emotional intelligence in conjunction with organizational behavior, education, and training for enhanced emotional knowledge within businesses and academic organizations. The role of an emotional quotient was considered in management effectiveness, together with implications for schools. Kaur and Kaur (2006) showed that the efforts which the teachers were doing were below average. The teachers were doing the efforts maximum on the competency of Interpersonal Realm and a very few on Intrapersonal Realm. And again this percentage was also far below the average. Gultekin (2006) revealed that the attitudes of teacher candidates towards teaching profession were quite positive, and their perception levels of teaching competency were very good. Penrose et al. (2007) showed that neither gender nor age moderated the relationship between emotional intelligence and teacher self-efficacy. However length of teaching experience and current status add significant direct effects on predicting teacher self-efficacy but did not moderate the relationship between emotional intelligence and teacher self-efficacy. These findings were significant as this now demonstrates a relationship between levels of emotional intelligence in teachers, their self-efficacy beliefs and teacher effectiveness. Thangapandian and Prithivikashini (2007) indicated that all the five dimensions of organizational citizenship behaviour i.e. altruism, civic sense, courtesy conscientiousness and sportsmanship had a significant relationship with emotional intelligence. In general, higher the emotional intelligence higher was the organizational citizenship behaviour. Sameer (2008) reported that the correlation coefficient between self-esteem and emotional intelligence of science stream students was high. Both in self-esteem and emotional intelligence, it was found no significant difference among the students based on stream of study, marital status and age, except in the comparison of them in their self-esteem based on age. Jaiswal and Shukla (2009) found that emotional intelligence and it's all the dimensions had been affecting scientific creativity of senior secondary students. Lather (2009) found that emotional intelligence enhanced social coping of students.
Smaller number of studies revealed no relation of emotional intelligence with educational phenomenon. Murensky (2000) reported that emotional intelligence was independent of the cognitive abilities of creative thinking. Jaeger (2002) revealed that the improvement in emotional intelligence was not a predictor of six academic successes. Waterhouse (2006) reviewed evidence for multiple intelligences theory, the Mozart effect theory, and emotional intelligence theory and argued that despite their wide currency in education these theories lack adequate empirical support and should not be the basis for educational practice.

Although much research have been done on emotional intelligence but performance of student-teacher was scarcely studied in relation to this construct on student-teachers in Punjab. Finding the importance of emotional intelligence the investigator selected emotional intelligence for the present study. Further some study found which examined the relation of teaching Competence with emotional intelligence but these did not evaluate with respect to general intelligence and spiritual intelligence along with demographic variables such as teaching subjects, age etc.. Hence the investigator designed a study of Teaching Competence of student-teacher in relation to emotional intelligence of B.Ed. students. The investigator was interested to study Teaching Competence of student-teacher in relation to spiritual intelligence. In addition general intelligence was also be taken so that comprehensive comparison of three major types of intelligence may be made. The study was an attempt to find out the answer of question that to what extent three Qs are contributes to Teaching Competence of B.Ed. student-teachers.

Findings of the study may be helpful in suggesting better admission basis of student-teachers. These may also provide guidelines for curriculum construction at secondary teacher education. Due to privatization, quantitative growth of teacher education institutes was observed in Punjab. This trend put a question that whether quantity leads to quality? Teaching Competence of student-teachers was a qualitative aspect of secondary teacher education institution. Present study was an attempt to answer this question.

Statement

Teaching Competence of Student-teachers in relation to General, Emotional and Spiritual Intelligence

Objectives

Following are the objectives of present study:
1. To find out the significant difference in Teaching Competence (total and dimension wise) of student-teachers on the basis of their levels (high, average and low) of General Intelligence.

2. To find out the significant difference in Teaching Competence (total and dimension wise) of student-teachers on the basis of their levels (high, average and low) of Emotional Intelligence.

3. To find out the significant difference in Teaching Competence (total and dimension wise) of student-teachers on the basis of their levels (high, average and low) of Spiritual Intelligence.

4. To compare Teaching Competence (total and dimension wise), General Intelligence, Emotional Intelligence (total and dimension wise) and Spiritual Intelligence (total and dimension wise) on the basis of
   a. Stream (science, social sciences and Languages)
   b. Gender
   c. Residence of student-teachers.

5. To study the influence of various interactions between General Intelligence (high, average and low) and
   a. Stream (science, social sciences and Languages)
   b. Gender
   c. Residence of student-teachers.

6. To study the influence of various interactions between Emotional Intelligence (high, average and low) and
   a. Stream (science, social sciences and Languages)
   b. Gender
   c. Residence of student-teachers.

7. To study the influence of various interactions between Spiritual Intelligence (high, average and low) and
   a. Stream (science, social sciences and Languages)
   b. Gender
   c. Residence of student-teachers.

8. To study the influence of various interactions between General Intelligence (high, average and low) Emotional Intelligence (high, average and low) and Spiritual Intelligence (high, average and low) on Teaching Competence of student-teachers.

9. To find out the correlation between
a. Teaching Competence (total and dimension wise) and General Intelligence of student-teachers;
b. Teaching Competence (total and dimension wise) and Emotional Intelligence of student-teachers; and
c. Teaching Competence (total and dimension wise) and Spiritual Intelligence of student-teachers.

10. To find out the correlation between Teaching Competence (total and dimension wise) and
a. General Intelligence by controlling Emotional and Spiritual Intelligence of student-teachers;
b. Emotional Intelligence by controlling General and Spiritual Intelligence of student-teachers; and
c. Spiritual Intelligence by controlling General and Emotional Intelligence of student-teachers.

11. To study the joint contribution of General Intelligence, Emotional Intelligence and Spiritual Intelligence for Teaching Competence of student-teachers.

12. To predict Teaching Competence of student-teachers on the basis of General Intelligence, Emotional Intelligence, and Spiritual Intelligence of student-teachers.

13. To study the path relationship between General Intelligence, Emotional Intelligence and Spiritual Intelligence for Teaching Competence of student-teachers.

14. To study the factor structure of General Intelligence, Emotional Intelligence, and Spiritual Intelligence of student-teacher.

**Hypotheses**

Following are the hypotheses of present study:

1. There is no significant difference in Teaching Competence (total and dimension wise) of student-teachers on the basis of their levels (high, average and low) of General Intelligence.

2. There is no significant difference in Teaching Competence (total and dimension wise) of student-teachers on the basis of their levels (high, average and low) of Emotional Intelligence.

3. There is no significant difference in Teaching Competence (total and dimension wise) of student-teachers on the basis of their levels (high, average and low) of Spiritual Intelligence.
4. There is no significant difference in Teaching Competence (total and dimension wise), General Intelligence, Emotional Intelligence (total and dimension wise) and Spiritual Intelligence (total and dimension wise) on the basis of
   a. Stream (science, social sciences and Languages)
   b. Gender
   c. Residence
5. There is no significant influence of various interactions between General Intelligence (high, average and low) and
   a. Stream (science, social sciences and Languages)
   b. Gender
   c. Residence
6. There is no significant influence of various interactions between Emotional Intelligence (high, average and low) and
   a. Stream (science, social sciences and Languages)
   b. Gender
   c. Residence
7. There is no significant influence of various interactions between Spiritual Intelligence (high, average and low) and
   a. Stream (science, social sciences and Languages)
   b. Gender
   c. Residence
8. There is no significant influence of various interactions between General Intelligence (high, average and low) Emotional Intelligence (high, average and low) and Spiritual Intelligence (high, average and low) on Teaching Competence of student-teachers.
9. There is no significant correlation between
   a. Teaching Competence (total and dimension wise) and General Intelligence of student-teachers;
   b. Teaching Competence (total and dimension wise) and Emotional Intelligence of student-teachers; and
   c. Teaching Competence (total and dimension wise) and Spiritual Intelligence of student-teachers.
10. There is no significant correlation between Teaching Competence (total and dimension wise) and
a. General Intelligence by controlling Emotional and Spiritual Intelligence of student-teachers;
b. Emotional Intelligence by controlling General and Spiritual Intelligence of student-teachers; and
c. Spiritual Intelligence by controlling General and Emotional Intelligence of student-teachers.

**Delimitations of the Problem**

1. The present study was delimited to student-teachers (of regular B.Ed. course) studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar.
2. The study was delimited to Student-teachers of science (teaching of mathematics and science), social science (teaching of Social Studies and Economics) and languages (teaching of Punjabi and English) streams.

**Method**

The present study is based on the normative survey method. It employs a number of tools and techniques to identify teaching competence, general, emotional and spiritual intelligence. Descriptive survey (correlational) method was used for present study.

**Sample**

The present study was conducted on B.Ed. student-teachers of colleges of education affiliated to Guru Nanak Dev University, Amritsar. There were 48 colleges of education affiliated to Guru Nanak Dev University out of which 12 colleges were selected through Random sampling technique. Further the student-teachers were selected (through Stratified Random sampling technique) in accordance with stratification on the basis of stream i.e. teaching of sciences, social sciences and Languages; Gender and Residence. Hence, total 428 B.Ed. student-teachers were approached for examination. Following is the sample structure:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stream</td>
<td>Science</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Social science</td>
<td>267</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>45</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
<td>364</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>64</td>
</tr>
<tr>
<td>Residence</td>
<td>Rural</td>
<td>159</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>269</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>428</td>
</tr>
</tbody>
</table>

**Measures**

The following tools were used for the purpose of data collections:
1. General Teaching Competence Scale developed by Passi and Lalitha (1978) was used to assess the Teaching Competence of the student-teachers after modification in accordance with present teacher education (skill in teaching) program.

2. Standard Progressive Matrices (SPM) developed by J. Raven, J.C. Raven and J. H. Court (revised, 2000) was used to assess the non-verbal intelligence of the student-teachers.

3. Reuven Bar–On-Emotional Quotient Inventory (1997) was used to assess general intelligence.

4. Spiritual intelligence scale developed by Dr. Tirath Singh (2008) was used to assess Spiritual intelligence of the student-teachers.

**Procedure**

On selected sample, Standard Progressive Matrices, Emotional Quotient Inventory and Spiritual intelligence scale were administered. In order to assess their teaching Competence, observation schedule was used during the second discussion lesson in their respective institutions. Three (two common and one from respective institute) observers have rated the teaching Competence of student-teachers. The mean score of these observers on each student-teacher was used for testing hypotheses.

**Statistical Techniques**

Besides descriptive analysis (Mean and SD) of collected data following (table) objective wise statistical techniques were used.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Objective No.</th>
<th>Statistical Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1-3</td>
<td>One way ANOVA</td>
</tr>
<tr>
<td>2.</td>
<td>4</td>
<td>One way ANOVA and t test</td>
</tr>
<tr>
<td>3.</td>
<td>5-7</td>
<td>3 x 3; 3x2 factorial design of ANOVA</td>
</tr>
<tr>
<td>4.</td>
<td>8</td>
<td>3 x 3x 3 factorial design of ANOVA</td>
</tr>
<tr>
<td>5.</td>
<td>9</td>
<td>Karl Pearson’s Product moment correlation method</td>
</tr>
<tr>
<td>6.</td>
<td>10</td>
<td>Partial out correlation method</td>
</tr>
<tr>
<td>7.</td>
<td>11</td>
<td>Multiple correlation method</td>
</tr>
<tr>
<td>8.</td>
<td>12</td>
<td>Multiple Regression (step wise)</td>
</tr>
<tr>
<td>9.</td>
<td>13</td>
<td>path analysis</td>
</tr>
<tr>
<td>10.</td>
<td>14</td>
<td>Factor analysis</td>
</tr>
</tbody>
</table>

*Note.* Scores on General Intelligence, Emotional Intelligence and Spiritual Intelligence were categorized into three levels (i.e. High, Average and Low) on the basis of M ± 1 SD.

**Findings**

1. Teaching competence of student-teachers with high level of general intelligence was significantly higher than student-teachers with average and low level of general intelligence. Teaching competence of student-teachers with average level of general
intelligence was significantly higher than student-teachers with low level of general intelligence.

2. Student-teachers with high level of general intelligence were significantly higher on planning, presentation, classroom control, evaluation, management dimensions of teaching competence than student-teachers with average and low level of general intelligence. On same dimensions student-teachers with average level of general intelligence were significantly higher than student-teachers with low level of general intelligence.

3. Student-teachers with high level of intelligence were significantly higher on planning and presentation dimensions of teaching competence than student-teachers with average and low level of emotional intelligence on same dimensions. Student-teachers with average level of emotional intelligence were significantly higher than student-teachers with low level of emotional intelligence.

4. Classroom control of student-teachers with high level of emotional intelligence was significantly higher than student-teachers with average and low level of emotional intelligence.

5. Teaching competence of student-teachers with high level of emotional intelligence was significantly higher than student-teachers with average and low level of emotional intelligence. Teaching competence of student-teachers with average level of emotional intelligence was significantly higher than student-teachers with low level of emotional intelligence.

6. There was no significant difference in Teaching competence and its dimensions at different levels of spiritual intelligence.

7. Teaching competence and its dimensions presentation, and management of student-teachers studying in science stream were significantly higher than student-teachers studying in social sciences and languages stream. Teaching competence and dimensions presentation and management of student-teachers studying in social sciences stream were significantly higher than student-teachers studying in languages stream.

8. Classroom control and evaluation dimensions of teaching competence of student-teachers studying in science stream were significantly higher than student-teachers studying in languages stream. Student-teachers studying in social sciences stream were significantly higher than student-teachers studying in languages stream on same dimensions of teaching competence.
9. General intelligence of student-teachers studying in science stream was significantly higher than student-teachers studying in social sciences and language stream. General intelligence of student-teachers studying in social sciences stream was equal to student-teachers studying in languages stream.

10. Spiritual intelligence of student-teachers studying in languages stream was significantly higher than student-teachers studying in social science stream. Spiritual intelligence of student-teachers studying in social sciences stream was significantly higher than student-teachers studying in science stream. Spiritual intelligence of student-teachers studying in languages stream was significantly higher than student-teachers studying in science stream.

11. Female student-teachers on evaluation dimension of teaching competence was significantly higher than male students-teachers.

12. Male student-teachers on general intelligence was significantly higher than female students-teachers.

13. Student-teachers residing in urban area on planning, presentation, classroom control and management dimensions of teaching competence were significantly higher than student-teachers residing in rural area.

14. Student-teachers residing in urban area on general intelligence was significantly higher than student-teachers residing in rural area.

15. Student-teachers residing in urban area on emotional intelligence was significantly higher than student-teachers residing in rural area.

16. There was positive and significant correlation between planning and general intelligence; presentation and general intelligence; classroom control and general intelligence; evaluation and general intelligence; management dimension and general intelligence; and teaching competence and general intelligence of student-teachers.

17. There was positive and significant correlation between teaching competence and self-regard; teaching competence and interpersonal relationship; teaching competence and impulse control; teaching competence and problem solving; teaching competence and emotional self-awareness; teaching competence and flexibility; teaching competence and reality; teaching competence and stress tolerance; teaching competence and assertiveness; teaching competence and empathy dimension of emotional intelligence of student-teachers.

18. There was positive and significant correlation between planning and emotional intelligence; presentation and emotional intelligence; classroom control and emotional
intelligence; evaluation and emotional intelligence; management dimension of teaching competence and emotional intelligence; and between (total) teaching competence and (total) emotional intelligence of student-teachers.

19. There was positive and significant correlation between teaching competence and virtuous; teaching competence and vision and insight; teaching competence and commitment; teaching competence and divinity; teaching competence and compassion; and teaching competence and flexibility dimension of spiritual intelligence.

20. There was no significant correlation between teaching competence and gratitude; teaching competence and being holistic; teaching competence and intuition; teaching competence and self-awareness; teaching competence and inquisitive; teaching competence and resilient; teaching competence and mission and servant-leader; teaching competence and servant-leader value; teaching competence and inner peace dimension of spiritual intelligence of student-teachers. Whereas there was negative significant correlation between teaching competence and field independent dimension of spiritual intelligence of student-teachers. On the other hand for total (irrespective to dimensions) there was no significant correlation between teaching competence and spiritual intelligence of student-teachers.

21. There was positive and significant correlation between teaching competence and general intelligence of student-teachers, when emotional intelligence and spiritual intelligence are partialled out (statistically controlled).

22. There was positive and significant correlation between teaching competence and emotional intelligence; and teaching competence and spiritual intelligence of student-teachers, when general and spiritual intelligences are partialled out (statistically controlled).

23. 29% variance was explained by dimensions of emotional intelligence and spiritual intelligence. General intelligence, compassion, field independent, self-regard and interpersonal relationship are the significant predictors of teaching competence. Teaching Competence = 0.87 + 1.90 x General Intelligence + 1.71 x Compassion − 0.57 x Field Independent + 0.90 x Self-Regard − 0.60 x Interpersonal Relationship. 61.95 % of variance was explained by these eight factors.

24. Strongest path to teaching competence exists from general intelligence and weakest path from spiritual intelligence.

25. Eight factors were formulated containing the variables as A (Commitment, Divinity, Compassion, Flexibility, Gratitude, Being Holistic, Self-awareness, Inquisitive, Mission
and Servant-Leader and Value); B (Planning, Presentation, Classroom Control, Evaluation and Management); C (Self-Regard, Inter personal relationship, Problem solving and Stress Tolerance); D (Virtuous, Vision and Insight, Resilient, Field Independent and Inner Peace and Contentment); E (Impulse control, Flexibility and Reality testing); F (General Intelligence); G (Emotional self-awareness and Assertiveness) and H (Empathy and Intuition).

**Educational Implications**

The findings of the study have wide implications for teacher-educators at secondary level.

1. Administrator can use findings of this study for identifying students that can become better teachers. They can use IQ, EQ, dimensions of SI for predicting whether students might become good of better teacher in classroom teaching.

2. Student-teacher can get benefit from this study by improving their emotional intelligence and dimensions of spiritual intelligence by using various relevant teaching.

3. Teacher educators can use IQ, EQ and some dimensions of spiritual intelligence for making better teacher in colleges of education.

4. Findings of this study may help to meet the needs of teacher-educators and student-teachers of colleges of education. At entry level of B.Ed. program consideration to general and emotional intelligence can be given as they are revealed as predictor of teaching competence.

5. As major findings suggests to focus on general intelligence, emotional intelligence and dimensions of spiritual intelligence because they contribute for better teaching competence. Teacher education programme need to focus on improving emotional intelligence. There are various ways to improve emotional intelligence. Experimental researches have suggested various practices to improve different skills of emotional intelligence. Yoga and meditation are such Indian programmes which help in improving emotional intelligence and spiritual intelligence.

**Suggestions for further study**

1. In present study, teaching competence was studied in relation to general, emotional and spiritual intelligence. Further studies can be conducted by taking other variables such as stress, study skills, big five factor of personality.

2. In the present study, only quantitative analysis was done. Researcher are suggested to adopt mix method approach.

3. Present study was conducted on pre-service teachers of B.Ed. Further, study can be conducted on in service teacher. It can also be conducted on ETT students, school
teachers etc.

4. Present study was descriptive. Further, experimental study can be conducted by taking teaching competence as dependent variable as IQ, EQ and SQ as moderator variables.